**Lesson Plans for Mrs. Hanlon’s Class**

**Tuesday September 6, 2011**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills; review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

2**:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**Spelling**

**Spelling: Day 1**

**Objective**: Students will be able to increase their spelling skills by identifying the short vowel sound in words.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 1: Nature’s Fury

**Activities**:

1. **Anticipatory Set:** Use page 51 D in teacher’s manual to have students find the short vowel sound. Have students write their own words and have it checked by the class.
2. Have students write out their spelling words in their notebooks. Have them checked by the teacher.
3. Allow students to work on the spelling pages 17-19 in their workbook.
4. Cut out their spelling list on put it in the take-home folder.

**Assessment**: Teacher observations and completion of independent work

**Assignment**: Complete workbook pages

**8:30-9:00 Health**

**Self Concept**

**Objective:** The learner can express ways to express feelings and learn and practice effective strategies for managing stress, dealing with feelings, and resolving conflict.

**Materials:** Students textbook pages 290-319, Teacher manual page 288A-319, activity book pages 46-50, building good character 4-Poster RESPECT, Manages Stress poster 9

**Procedure:**

1. **Anticipatory Set:** Motivate activity on page 290. Each student should come up with 20 adjectives to describe themselves.
2. Read pages 2990-293 in textbook and discuss
3. Activity workbook pages 46
4. **Extension:** have student find positive quotations about being positive, taking care of oneself, or having a strong self concept. Create a poster to post in class.

**Assessment:** Activity book p46, and teacher observations

**Homework:** Complete unfinished work from lesson.

**9:30-10:00 English**

**Day 1: What is a Sentence?**

**Objective:**  For students to know the difference between sentences and fragments.

**Materials:** Houghton Mifflin English Textbook

**Activities:**

1. **Anticipatory Set:** Introduce “fragments” as “fragrances” that stink if not used correctly. Generate a list of stinky sentences fragrances.

**2.** Go over pages 32-33 as a whole class.

3. Complete page Worksheet page 1.

**Assessment:** Worksheet 1

**Homework:** Worksheet 1

**9:30-10:00 Writing**

**Cursive Review**

**Objective:** Review cursive basics.

**Materials:** Cursive packet

**Activities:**

1. Model Letter basics for students.
2. Allow students independent writing time.
3. Circulate and spot check for student struggles.

**Assessment:** Teacher observations and complete packet by Friday.

**Homework:** Complete unfinished work from lesson.

**10:00-10:30 Music**

**10:30-11:10 Computer Lab**

**Objective:** Students will review and develop basic skills in Microsoft Words to create a State of Wisconsin Observation Day poster.

**Materials:** Observation day information.

**Procedure:**

1. Introduce the basic appearance changes to Microsoft Word.
2. Demonstrate how to create the poster.
3. Allow students in to create the posters with a partner.

**Assessment:** Teacher observations and completed poster.

**Homework:** None.

**11:10-11:45 Reading**

**Objective**: Students will be able to show the ability to predict and infer information about a story. Students will also be able to use the comprehension skill finding the sequence of events in a story.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 1: Nature’s Fury

**Activities**:

1. **Anticipatory Set:** Create a web on the board and have students place all of the natural disasters that they can think about. Going a step further having students identify the effects of nature’s fury.
2. Introduce the theme using the pictures, quotes and letter’s found on pages 20-25 in text.
3. Read the “Teacher Read aloud” to students found from pages 25G-25H. Ask questions and explore the student’s opinion.
4. Build student vocabulary by studying pages 26-27 with students. (Optional: Complete Wordbook page 11)
5. Listen to the story on CD. Story is found on pages 28-45.
6. Discuss questions on page 46 as a whole class.
7. Students will begin completing pages 12: Event Map and page 13: Comprehension Check.

**Assessment**: Teacher observations and completion of independent work

**Assignment**: Complete workbook pages

**11:45-12:30 Lunch and Recess**

**12:30-1:20 Math**

**Objective:** For students to get familiarized with their new textbook.

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Give students their problem of the day warm-ups.
2. Have students pair up with a partner and complete a Scavenger hunt of the textbook.
3. Complete the vocabulary worksheet for chapter 1.
4. Make-up time test.

**Assignment:** Chapter 1 Vocabulary and Parent letter.

**Assessment:** Teacher observations and completed vocabulary.

**1:20-2:00 Science with Mrs. Radtke’s Class**

**Objective:** Students will be introduced to matter.

**Resources:** Student Book: E2-E3

Teacher Manual: E2-E3

Worksheets: Chapter Concepts worksheet

**Activities:**

1. Use stimulates thinking activities on p. E2 in manual to begin introduction of matter.
2. Complete KWL chart
3. Hand out Science Packets and allow students to decorate cover.
4. Go through lab rules and lab for tomorrow using p. E4-E5

**Assignment:** None

**Assessment:** Assessment through discussion.

**2:00-2:15 Recess**

**2:15-2:55 Science with Homeroom students.**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**Wednesday September 7, 2011**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills. Review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

**8:30-9:00 English**

**Day 2: Four Kinds of Sentences**

**Objective:**  For students to identify the four kinds of sentences

**Materials:** Houghton Mifflin English Textbook

**Activities:**

1. **Anticipatory Set:** Use voice inflections to introduce the four types of sentences. Have students say different sentences with different inflections.

**2.** Go over pages 34-35 as a whole class.

3. Complete page Worksheet page 2.

**Assessment:** Worksheet 2

**Homework:** Worksheet 2

**9:00-9:30 Gym**

**9:30-10:30 Art**

**10:30-10:45 Teacher Read aloud and snack**

**10:30-11:00Writing**

**Cursive Review**

**Objective:** Review cursive basics.

**Materials:** Cursive packet

**Activities:**

1. Model Letter basics for students.
2. Allow students independent writing time.
3. Circulate and spot check for student struggles.

**Assessment:** Teacher observations and complete packet by Friday

**11:00-11:45 Reading**

**Objective**: Students will be able to show the ability to predict and infer information about a story. Students will also be able to use the comprehension skill finding the sequence of events in a story.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 1: Nature’s Fury

**Activities**:

1. **Anticipatory Set:** “Show the Fury” found on page 23I in manual. Students will decide which natural disaster they find most interesting and defend it to the class.
2. Review the story by discussing workbook pages 12-13. Focus on how on page 12 you are able to find the correct answer. For page 13, review keys words to look for when determining whether something is true/false.
3. Have students think of as many sequence words as they can. Create a list but have students put those words in categories like sequence, signal of events, and main events.
4. Read the story on page 14 to students. Have them underline four sentences that are key events. Have students circle all sequence words.
5. Have students work with a partner to complete page 15. Correct as a whole class.

**Assessment**:Teacher observations and independent work.

**Assignment**: Completed workbook pages.

**11:45-12:30 Lunch and Recess**

**12:30-1:20 Math**

**Objective:** For students to practiced go problem solving skills.

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Problem of the Day.
2. As a whole class discuss pages 6 & 7.
3. Give students a problem from pages 8-9 to work with a partner. Use whiteboards in order for students to give their answers.
4. Allow students to work on homework page 1-1.
5. Make-up time test.

**Assignment:** Worksheet 1-1.

**Assessment:** Teacher observations and completed homework.

**1:20-2:00 Science with Mrs. Radtke’s Class**

**Objective:** Students will understand that matter is made up of the same basic particles. Students will identify an element as any type of matter made up of only one kind of atom.

**Resources:** Teacher Manual P. E4-E5

Student Book

Worksheets: Lab sheet 12.1 in Packet, rock salt, mortar and pestle, goggles.

Transparencies:

**Activities:**

1. Review steps of experiment on Lab sheet and go over safety precautions on p. E5 in manual.
2. Hand out materials. Allow students to conduct experiment and record observations on lab sheet.
3. When investigation is completed students will return materials and then return to desks.
4. Go through lab sheet and discuss conclusions- use E5 in manual to help guide discussion if needed.

**Assignment: None**

**Assessment:** Informal assessment through discussion and completion of lab sheet.

**2:00-2:15 Recess**

**2:15-2:55 Science with Homeroom students.**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**Thursday September 8, 2011**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills. Review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

**8:30-9:10 Computer Lab**

**Objective:** Students will review and develop basic skills in Microsoft Words to create a State of Wisconsin Observation Day poster.

**Materials:** Observation day information.

**Procedure:**

1. Introduce the basic appearance changes to Microsoft Word.
2. Demonstrate how to create the poster.
3. Allow students in to create the posters with a partner.

**Assessment:** Teacher observations and completed poster.

**Homework:** None.

**9:15-10:00 LMC—this week I lead**

**10:00-10:10 Teacher Read aloud and snack**

**10:00-10:30 English**

**Day 3: Subjects and Predicates**

**Objective:**  For students to identify subjects and predicates in a sentence.

**Materials:** Houghton Mifflin English Textbook

**Activities:**

1. **Anticipatory Set:** Introduce and have students create two word sentences.

2. Put the two word sentences in a chart that you have created on the board. (See TM page 36 for chart.)

**2.** Go over pages 36-37 as a whole class.

3. Complete page Worksheet page 3.

**Assessment:** Worksheet 3

**Homework:** Worksheet 3

**10:30-11:00 Writing**

**Cursive Review**

**Objective:** Review cursive basics.

**Materials:** Cursive packet

**Activities:**

1. Model Letter basics for students.
2. Allow students independent writing time.
3. Circulate and spot check for student struggles.

**Assessment:** Teacher observations and complete packet by Friday

**11:00-11:45 Reading**

**Objective**: Students will be able to show the ability to predict and infer information about a story. Students will also be able to use the comprehension skill finding the sequence of events in a story. Students will also strengthen their understanding of structural analysis of words, review phonics

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 1: Nature’s Fury

**Activities**:

1. **Anticipatory Set:** “Wordquake” found on page 23I in manual. Students try to unscramble as many nature’s fury words as possible.
2. Write a variety of words on the board. Have students come up to the board to identify the base word. Use page 51C in the teacher’s manual to help.
3. Show students how to complete workbook page 16. Have students completed it and either checks as a whole class or spot check student’s progress.
4. Use page 51D to help students identify the show vowel sound in words.

**Assessment**:Teacher observations and independent work.

**Assignment**: Completed workbook pages.

**11:45-12:30 Lunch and Recess**

**12:30-1:20 Math**

**Objective:** For students to get understand the Prime Factorization of numbers.

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Problem of the Day.
2. Correct/Review Homework and Divisibility Rules from yesterday.
3. Review key vocabulary for lesson.
4. Demonstration Prime Factorization. (Use SMART board to make Prime Factors)
5. Complete 1-3 Study Guide and Intervention together.
6. Allow students some work time on 1-3 Practice Skills. (Early finishers can work on story problems and enrichment.)
7. Make-up time test.

**Assignment:** 1-3 Practice

**Assessment:** Teacher observations and homework

**1:20-2:00 Science with Mrs. Radtke’s Class**

**Objective:** Students will recognize atoms as fundamental parts of an atom. Students will identify the basic parts of an atom.

**Resources:** Teacher manual p. E6-E11, Student Book: E6-E11

Worksheet: Student packet- Matter skeleton notes, E.12 Chapter Concept map, 12.1 Study Guide A

**Activities:**

1. Begin reading pages E6-11; students should fill out skeleton notes as they read. Use discussion questions in manual to help lead discussions.
2. Draw a model of an atom on the overhead and label parts. Have students draw an atom on their notes sheet and do the same.
3. After reading, have students begin filling out chapter concept worksheet.
4. Assign study guide 12.1 worksheet to be completed for homework.

**Assignment:** 12.1 Study Guide A

**Assessment:** Students will be assessed through discussion and independent completion of study guide worksheet.

**2:00-2:15 Recess**

**2:15-2:55 Science with Homeroom students.**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

# Friday September 9, 2011

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills; review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

**8:30-9:00 Music**

**9:00-9:30 Gym**

**9:30-9:50 Teacher Read aloud and Snack**

**9:50-10:10 Spelling**

**Objective:** Assess learner’s mastery of weekly spelling words.

**Materials:** Spello Game board

**Procedure:**

1. **Anticipatory Set:** Play ‘sparkle’ to review
2. Give students test
3. Have student play ‘Spello’ to correct test.

**Assessment:** Test

**Homework: None**

**10:10-10:30 English**

**Day 4: Simple Subjects**

**Objective:**  For students to identify simple subjects

**Materials:** Houghton Mifflin English Textbook

**Activities:**

1. **Anticipatory Set:** Ask for volunteers to select objects around the room. Create sentences about it. Write them on the board and underline the complete subject, and then circle the simple subject.

**2.** Go over pages 38-39 as a whole class.

3. Complete page Worksheet page 4.

**Assessment:** Worksheet 4

**Homework:** Worksheet 4

**10:30-11:00 Writing**

**Cursive Review**

**Objective:** Review cursive basics.

**Materials:** Cursive packet

**Activities:**

1. Model Letter basics for students.
2. Allow students independent writing time.
3. Circulate and spot check for student struggles.

**Assessment:** Teacher observations and complete packet by Friday

**11:00-11:45 Reading**

**Day 4 Reading**

**Objective**: Students will be able to show the ability to predict and infer information about a story. Students will also be able to use the comprehension skill finding the sequence of events in a story.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 1: Nature’s Fury, Leveled Reader’s

**Activities**:

1. **Anticipatory Set:** “Follow the storm” found on page 23J in manual. Students will work with a partner to come up with a math problem. Before class ends have some students share their story problem.
2. Help students increase vocabulary and study skills by completing pages 20. Use pages 51G-51H to help.
3. Have students review English skills using pages 21-23 in their workbook if they aren’t in their small leveled reading group.

**Assessment**:Teacher observations and independent work.

**Assignment**: Completed workbook pages and leveled reader pages.

**11:45-12:30 Lunch and Recess**

**12:30-1:20 Math**

**Objective:** For students to make their own “Fall Factor” trees.

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Problem of the Day
2. Correct homework and discuss any problems from divisibility and prime factorization.
3. Have students complete story problems/enrichment for homework.
4. Allow students to build a “Fall Factor” tree. (Give students large numbers to make the factorization for. Use “leaves” as the factors of the tree.
5. Make-up time test.

**Assignment:** Enrichment/Story Problems and Factor Tree.

**Assessment:** Teacher observations and complete work and tree.

**1:20-2:00 Science with Mrs. Radtke’s Class**

**Objective:** Students will recognize that the elements are organized according to their properties in a chart called the periodic table. Students will observe that elements are classified into three classes- metals, nonmetals, and semimetals.

**Resources:** Teacher manual p. E12-E13, Student Book: E13

Worksheet: Lab sheet, materials for lab listed in manual

**Activities:**

1. Go through procedure for lab experiment with students and hand out materials.
2. Review steps to complete lab and safety precautions on p. E13
3. Complete lab activity on page E13-
4. Allow students to complete lab in groups- teacher will monitor student discussions. Discuss lab afterwards if time using prompts from the teacher manual.

**Assignment:** None

**Assessment:** Completion of lab and worksheets will be assessed.

**2:00-2:15 Recess**

**2:15-2:55 Science with Homeroom students.**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.